


Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	Place date stamp here. 
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Hillsboro ISD	109904		
Vendor ID #	ESC Region #		
74-6001096	12		
Mailing address		City	State ZIP Code
121 E. Franklin Street		Hillsboro	TX 76645-2137

Primary Contact

First name	M.I.	Last name	Title
Sheila	D.	Bowman	Ex. Dir. of Innovative Learning
Telephone #	Email address		FAX #
254-582-8585	bowman@hillsboroisd.org		254-582-4165

Secondary Contact

First name	M.I.	Last name	Title
Cindy	S.	Darden	Director of Instructional Tech.
Telephone #	Email address		FAX #
254-582-8585	darden@hillsboroisd.org		254-582-4165

Part 2: Certification and Incorporation

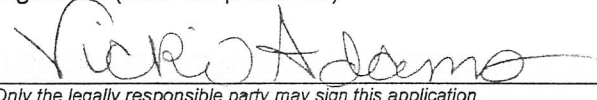
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Vicki		Adams	Superintendent
Telephone #	Email address		FAX #
254-582-8585	adamsv@hillsboroisd.org		254-582-4165

Signature (blue ink preferred)

Date signed

 2/2/18

Only the legally responsible party may sign this application.

701-18-103-072

Schedule #1—General Information

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 109904

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Hillsboro Jr. High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Overview:

As a way to extend an already established, successful 1:1 program, Hillsboro ISD plans to provide personalized access to Chromebooks and home internet access for 8th grade students at Hillsboro Jr. High through the IMAGINE (Instructional Materials & Access for Gains IN Education) program. In August of 2014, Hillsboro ISD was chosen for a 2014-2016 Technology Lending Program Grant and through these grant funds, students in 8th and 9th were provided iPads and Verizon Jetpacks for check-out. At Hillsboro High School, a 1:1 project began with the awarding of these grant funds. At Hillsboro Jr. High, devices were used for daily technology lending, based on student need, but the ratio of computing devices to students was not 1:1. Because of the success of Hillsboro High School's technology lending program, BRIDGE (BRinging Internet and Devices for a Global Education), district and IMA funds were allocated to continue the program beyond the grant period to continue the transformative learning that had begun. Now, with the \$50,000 requested in the 2018-2019 Technology Lending Program Grant, a 1:1 program can begin at Hillsboro Jr. High school with 8th grade students being provided a Chromebook for checkout for the entire school year. In addition, students who do not have internet access at their homes would be able to check out a MiFi each day for school work. A digital divide that now exists at Hillsboro Jr. High would be removed and an equity for accessing digital instructional materials would exist for 8th grade students. This group of students was chosen based on data gained through BrightBytes surveys, district surveys, administrator and teacher interviews, and campus readiness for transformative learning. The IMAGINE technology lending program would allow students with the greatest need to check out Chromebooks and MiFis for home use for 24/7 access to learning. With the IMAGINE technology lending program, Hillsboro Jr. High 8th grade students would have anytime/anyplace access to information, which is a goal of the Texas Long-Range Technology Plan, 2006-2020 as well as the mission of Hillsboro ISD, "Preparing Today's Student for Tomorrow's World".

Budget:

The budget for this program is \$50,000 which would provide 150 Chromebooks and 15 MiFis for lending for the 2018-2019 and the 2019-2020 8th grade classes at Hillsboro Jr. High. Because we will provide devices for incoming 8th grade students in August of 2019, those students are included in the program budget, demographics, needs assessment, and evaluation.

Demographics:

The IMAGINE program at Hillsboro Jr. High will serve almost 320 students during the period of the grant. This group is 74% economically disadvantaged. Many of these student do not have home internet access or personal devices for student learning. The IMAGINE program will focus on equity in access for all students. Of the 320 students, 12% are LEP. Of the group, 13% have been in disciplinary placement.

Needs Assessment:

In a district overview, when taking into consideration a need for technology to access digital instructional materials, qualitative and quantitative measures were used. District surveys taken in January 2018 reveal that not all students in the classes of 2023 and 2024 have personal technology to use for their learning nor do 41% of the students in those classes have dedicated internet access at home. BrightBytes data from the spring of 2017 also mirror the information in the district survey. That information alone, though did not provide the overwhelming evidence to support the need for technology lending with those students. Teacher and administrator interviews also provided information about the readiness of the students and the teachers to transform the way information is accessed and students are taught. Teachers reported that digital instructional materials were used at Hillsboro Jr. High, but not to the level that allowed a

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dedicated use because of the lack of access of devices for learning both in and out of the classroom. An inconsistency in access prevents a consistent use of digital instructional materials. The campus administrator reports that systems are in place to undertake this campus transformation to learner centered instruction that develops future-ready learners. Teachers understand and embrace learner-centered instruction, but sometimes have to rely on teaching practices of the past because of the digital divide in their classrooms. Students without access to personal digital resources is a roadblock to innovative teaching practices as well a personalized learning. Taking into consideration needs as well as readiness through survey data, teacher and administrator interviews, Hillsboro Jr. High was selected as the focus for the 2018-2019 Technology Lending Program Grant.

Management Plan: The Management Plan for the IMAGINE program at Hillsboro Jr. High would reflect the management plan of the already established, successful technology lending BRIDGE program at Hillsboro High School. The IMAGINE team, a cross-functional crew of district and campus leadership would meet regularly applying a continuous improvement model to assess and ensure that the program is successfully providing devices and internet access at home for students in need to access digital instructional materials. Milestones would include planning for the implementation of the grant, providing professional development, communicating with/educating parents and students, ordering/preparing devices, deploying devices, and evaluating the effectiveness of the program.

Meets Statutory Requirements:

Hillsboro ISD's application for 2018-2019 completely and accurately answers all statutory requirements by describing the current availability of equipment to students as a ratio of 1:2. The application also describes how current Instructional Materials Allotment funds are used to support an already established technology lending program at Hillsboro High School, the BRIDGE program (BRinging Internet and Devices for a Global Education), as well as ensuring available funds for upcoming instructional materials proclamations. Because of those commitments, funds are not available to support a technology lending program at other campuses.

Evaluation:

Ongoing evaluation of the IMAGINE program will include reviewing lesson plans and frequent learning walks by the IMAGINE team to observe use of digital instructional materials and use of the 4Cs. Attendance, discipline, instructional materials usage, student grades, and MiFi check out reports will also be frequently reviewed by the IMAGINE team as part of the continuous improvement process.

Summary:

The IMAGINE (Instructional Materials & Access for Gains IN Education) program at Hillsboro Jr. High School will provide 8th grade students in the graduation classes of 2023 and 2024 a Chromebook for checkout for the entire school year. In addition, students who do not have internet access at their homes would be able to check out a MiFi each day for school work. A digital divide that now exists at Hillsboro Jr. High would be removed and an equity for accessing digital instructional materials would exist for 8th grade students for the next two years.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$48,305.00	\$	\$48,305.00
Schedule #10	Other Operating Costs (6400)	6400	\$ 1,695.00	\$	\$ 1695.00
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$50,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$7,500
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 109904		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$48,305.00
Grand total:		\$48,305.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 109904		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$1695.00
Grand total:		\$1695.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	253	74%	
Limited English proficient (LEP)	37	12%	
Disciplinary placements	41	13%	In the fall of 2016, the students from the class of 2023 were the first group of 6th graders to be housed at Hillsboro Jr. High. Being in a new environment and adding a grade level to the campus may have impacted the disciplinary numbers.
Attendance rate	NA	96%	
Annual dropout rate (Gr 9-12)	NA	NA%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							159	157						316

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Schedule #13—Needs Assessment

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our Need for the IMAGINE Technology Lending Program

Our district's mission is to 'Prepare Today's Students for Tomorrow's World'. In support of this mission, we strive to provide learning opportunities that allow students to create, collaborate, communicate and think critically (4Cs). We are a G Suite for Education district and digital instructional materials have been adopted for all core content areas in the 8th grade. However, because of a limited number of technology devices at Hillsboro Junior High, the use of these digital instructional materials and learning opportunities to develop the 4Cs is inconsistent. In a BrightBytes survey administered to our teachers, only 14% of 8th grade teachers report that they are able to obtain devices on carts when needed. We know that "Devices that must be shared by many students or accessed only in designated computer labs limit the ability of students to engage in ongoing collaboration and of teachers to use high-quality digital learning materials." (U.S. Department of Education, "Future Ready Schools", 2014.pdf). Additionally, because 74% of our students are economically disadvantaged, a lack of student access to personal devices and home internet creates a digital divide. These deficits limit student access to digital instructional materials, so we have prioritized the following needs.

Personal Technology Devices

In order to collect information about device availability and internet access at home, we created and administered a survey to our current 7th grade students who will become next year's IMAGINE students. Results indicate that 34% of students surveyed do not have access to a technology device for learning at home. Furthermore, the survey indicates an additional 30% of students have a device, but it must be shared with others in the home.

Internet Access at Residence

The survey also shows that 11% of students have no internet access at home and an additional 30% of students report cell phone service is their only internet access at home. This is significant because 41% of our students do not have dedicated internet access at home. "Living without an in-home broadband connection is a challenge for children, as they may not be able to benefit from digital curricula or develop digital skills for the future workplace" (Brookings.edu, "Signs of Digital Distress", 2017).

Consistent Use of Digital Instructional Materials

Through teacher and principal interviews, we learned that use of digital instructional materials was inconsistent because of a lack of dedicated access to school devices and personal student learning devices. Also a significant percentage of students do not have dedicated internet access at home.

Increase in Academic Achievement

According to 2017 TAPR, our 8th grade economically disadvantaged students scored 24% below the state 'STAAR Percent at Approaches Grade Level or Above' on the Mathematics STAAR while economically disadvantaged High School BRIDGE students scored 14% below. This is meaningful because schools question whether or not investments in technology improves student achievement. A report from the Alliance for Excellent Education and the Stanford Center for Opportunity Policy in Education (SCOPE) finds that technology - when implemented properly - can produce significant gains in student achievement and boost engagement, particularly among students most at risk" (Stanford.edu, 'Technology Can Close Achievement Gaps and Improve Learning' 2014).

Develop Future-Ready Learners

Since our mission at Hillsboro ISD is to 'Prepare Today's Students for Tomorrow's World', we focused on BrightBytes data that showed teacher and student use of technology. Data reveals an overwhelming difference between digital learning experiences provided to BRIDGE students compared to 8th grade students in areas of the 4Cs. For example, BRIDGE teachers are 33% more likely to ask students to collaborate online with classmates. This matters because researchers argue that collaborative writing, such as using services like Google Docs, "is one of the very few forms of group work that can prove to be as important to students' work after college" as it is in their current classrooms (Vens, 2011).

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Personal Technology Device Student surveys reveal students are without a dedicated, personal digital device for learning in school and off campus which creates a digital divide through inequity of access.	The IMAGINE program would provide dedicated, personal technology devices for learning for home and school use which in turn would remove the digital divide.
2.	Internet Access at Residence Student surveys reveal 41% of students are without dedicated internet access at home. This inequity prevents access to digital instructional materials beyond the walls of the campus.	The IMAGINE program would provide CIPA compliant, filtered internet access available for daily check out for students.
3.	Consistent Use of Digital Instructional Materials Teacher instruction utilizing digital instructional materials is inconsistent due to inequity in personal student learning devices both in school and at home and internet access at home.	The IMAGINE program would provide dedicated, personal technology devices and internet access at home to remove the inequities to access of digital instructional materials outside the school building.
4.	Increase in Academic Achievement in Math According to 2017 TAPR, our 8th grade economically disadvantaged students scored 24% below the state 'STAAR Percent at Approaches Grade Level or Above' on the Mathematics STAAR.	The IMAGINE program would provide dedicated, personal technology devices and internet access at home allowing students access to high quality digital learning materials to support their academic achievement in math.
5.	Develop Future-Ready Learners Our district mission is to "Prepare Today's Students for Tomorrow's World". Hillsboro ISD strives to provide learning opportunities in and outside the classroom to achieve that mission. The digital divide created by an inequity in access to devices and internet access at home impedes our district mission.	The IMAGINE program would provide personal technology devices and home internet access to students who do not have it so that learning opportunities in and outside the classroom are equitable and the district mission can be more fully achieved.

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Schedule #14—Management Plan

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus Principal	M. Ed., Principal Certification, Knowledge of digital instructional materials/resources, T-TESS Certified. Understanding of transformative learning via digital learning pedagogies and integration of Hillsboro ISD Portrait of a Learner attributes.
2.	Dir. of Tech.	BAAS, Google Admin Certification, Technology budgeting/purchasing/inventory experience, Experience coordinating/facilitating a technology lending program.
3.	Dir. of Instr. Technology	M. Ed., Technology Application TEKS Certified, Google Education Trainer, Experience coordinating a technology lending program & delivering PD for digital learning.
4.	Exec. Dir. of Innov. Learning	M. Ed., Experience coordinating/facilitating a technology lending program, Knowledge of digital instructional materials/resources, Understanding of transformative learning via digital learning pedagogies and integration of Hillsboro ISD Portrait of a Learner attributes.
5.	IMAGINE Coordinator	Certified Educator, Technology Application TEKS Certified, Excellent managerial, organizational, & communication skills, knowledge of Follett, Understanding of transformative learning via digital learning pedagogies and integration of Hillsboro ISD Portrait of a Learner attributes.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Prepare to implement the grant	1. Create Tech Lending handbook for 8th grade	05/01/2018	05/15/2018
		2. Update the student Responsible Use Policy	05/01/2018	05/15/2018
		3. Establish campus Tech Lending committee	05/01/2018	05/15/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Provide professional development	1. Provide ongoing digital instruct. materials training	05/01/2018	08/31/2019
		2. Provide digital design (4C's) training/opportunities	05/01/2018	08/31/2019
		3. Establish campus Tech Lending committee	05/01/2018	08/31/2019
		4. Provide training for student-centered learning	05/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Provide parent & student information/training	1. Communicate program with stakeholders	05/01/2018	08/31/2019
		2. Provide parent orientation & workshops	08/01/2018	08/31/2019
		3. Provide student digital citizenship	05/01/2018	08/31/2019
		4. Collect agreements	08/01/2018	08/31/2019
		5. Verify student digital citizenship/ T.A. TEKS	08/01/2018	08/31/2019
4.	Prepare and check out equipment	1. Order/purchase/inventory equipment	05/01/2018	08/31/2019
		2. Design check-out process and workflow	05/01/2018	05/14/2018
		3. Communicate procedures to families	08/01/2018	08/31/2019
		4. Check-out equipment	08/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Evaluate grant effectiveness and equipment check in	1. Conduct committee meetings/ learning walks	09/01/2018	08/31/2019
		2. Provide surveys & communicate results	08/01/2018	08/31/2019
		3. Have Chromebook and MiFi inventory checks	09/01/2018	08/31/2019
		4. Check-in Chromebooks and inventory	05/20/2019	06/01/2019
		5. Prepare TEA evaluation report	05/01/2019	09/30/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hillsboro ISD practices on-going, collaborative decision-making to promote continuous improvement at both the campus and the district level. At the district level, the district leadership team, district design team, and district site-based committee meet on a regular basis to facilitate the attainment of established goals and objectives. At the regular meetings of these committees, progress toward the identified goals and objectives is evaluated. If the committee determines that adjustments are necessary, then critical changes are made. Transparency and good communication with administrative staff, teachers, students, parents, and members of the community is critical to the district's success. Any changes made to the existing plans are then shared with all stakeholders via appropriate and established channels.

Because campus leaders are an integral part of district leadership groups, the established procedures and routines the district uses for monitoring the attainment of goals and objectives are utilized by campus leadership with campus committees as well. These established routines will be used to manage the IMAGINE (Instructional Materials & Access for Gains IN Education) program at Hillsboro Jr. High.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IMAGINE program at Hillsboro Jr. High will utilize already existing norms, procedures, and materials from the BRIDGE program, the successful 1:1 technology lending initiative at Hillsboro High School. Because effective parent meeting formats, user agreements, and parent/student information resources are already established, the IMAGINE program will adopt these materials, which will, in-turn, decrease the need to allocate resources to research and create structures necessary for a successful project. This will allow the IMAGINE program to maximize effectiveness of grant funds. In addition, district administrative members of the BRIDGE Team, a cross-functional committee which has overseen and evaluated the effectiveness of the BRIDGE technology lending project since its inception, will be a part of the IMAGINE Team as well. This consistency in team membership will allow for connections between the two programs and will provide experience from committed individuals who have successfully developed and evaluated critical success factors and milestones as well as program goals, objectives, and activities from an already established technology lending program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	IMAGINE Professional Learning w/ IMAGINE Walks for follow-up	1.	IMAGINE learning lesson plans
		2.	Observations of students during IMAGINE walks/teacher feedback
		3.	Observation/evidence of technology to incorporate 4Cs & use DIM
2.	IMAGINE Student Device/MiFi Check-Out (Program-Level)	1.	# & % of students who checked out MiFi for home internet access
		2.	# & % of students who checked out a Chromebook
		3.	# & % of eco dis students participating
3.	IMAGINE Monthly Digital Instructional Materials (DIM) Report (Program-Level)	1.	# & name of courses using DIM-form submitted by teachers
		2.	# & name of courses using DIM-form submitted by students
		3.	# & name of courses using DIM-report from publisher's dashboard
4.	IMAGINE Student Progress Reports-Beginning & End-of-Yr (Student-Level)	1.	# & % of students demonstrating prof. on 8 th grade TEKS Math (grades)
		2.	# & % of students who showed an increase in attendance (yr to yr)
		3.	# & % of students who increased academic achievement – STAAR Math
5.	IMAGINE Summative Surveys and Reports	1.	% increase in student use of 4Cs compared previous year (BrightBytes)
		2.	% increase in teacher use of 4Cs compared previous year (BrightBytes)
		3.	% increase in overall CASE score for 8 th grade (BrightBytes)

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IMAGINE Professional Learning will be provided monthly in both face-to-face and online formats. After reflecting on the learning, each IMAGINE teacher will submit an IMAGINE lesson plan that integrates meaningful digital learning for their students and content. The IMAGINE Leadership team will conduct IMAGINE walks to observe the student use of technology during the IMAGINE lessons and provide individual feedback to the teachers regarding the use of technology. If any corrections or adjustments need to be made, they are addressed during the feedback portion of the IMAGINE Walk. Teachers identified as requiring additional professional development will be provided with coaching from the Director of Instructional Technology and IMAGINE coordinator.

IMAGINE Student Device/MiFi Check-Out is determined by student questionnaire. Chromebooks are checked-out prior to the start of school and check-in at the end of the school year. However, MiFis are checked out on a daily basis from the IMAGINE coordinator who scans MiFi check-out into the Follett system. MiFis must be checked-out after school and checked-in before school. The IMAGINE coordinator runs daily and weekly reports to account for the MiFi checkouts.

Utilization of Digital Instructional Materials is monitored by the IMAGINE coordinator by administering monthly Google forms to teachers and students to get input on the courses using Digital Instructional Materials and the frequency of use. If students and teachers report no use or low use, the IMAGINE coordinator notifies the IMAGINE leadership team so that the issue can be addressed with the teacher(s).

IMAGINE Student Progress Reports

Our SIS will track and report student-level data, such as attendance and grades/TEKS proficiency.

Summative IMAGINE surveys and reports are conducted by various means prior to the end of year to evaluate the progress made by the program. The BrightBytes questionnaire will be administered by the campus principal and monitored by the Director of Instructional Technology to ensure the collection of statistically significant results for comparative data.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 109904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HISD currently serves 2,027 students in grades K-12. Of our district's five campuses, only our high school has a 1:1 technology lending program at all four grade levels. At our other four campuses there is a computing device/student ratio of 1:2, which provides almost every classroom with Chromebooks and/or iPads for student learning. Included in this computing device to student ratio are also desktop student computers that are used primarily for state testing and specialized courses. Each campus is on a device refresh cycle of four years with 25% of campus devices scheduled for replacement each year. A large portion of technology funds are allocated yearly to refresh campus devices. At our high school, all students have a personal, portable wireless device. Chromebooks and iPads are checked out via our 1:1 BRIDGE program, BRinging Internet and Devices for Global Education, which began with the award of the 2014-2016 TEA Technology Lending grant for the class of 2018. This program provides personal digital mobile devices for our 1:1 technology lending program and residential internet access for schoolwork via MiFis for students without internet access at home. Due to the success of the technology lending program, the district chose to continue the program, even after 2014-2016 Technology Lending Grant funds were exhausted, by allocating local and Instructional Materials Allotment (IMA) funds to purchase portable wireless devices for student lending with each incoming freshman class. Since our IMA is dedicated to support the continuation of our BRIDGE program at high school as well as ensuring available funds for upcoming proclamations, those funds are not available to support a technology lending program at other campuses. As of now, our budget allows us to refresh existing hardware, but does not allow us to purchase mobile devices for a technology lending program beyond the device purchases for the BRIDGE program. Funds provided under the Instructional Materials Allotment (IMA) and other district funding sources are insufficient to purchase enough lending technology for every student who needs dedicated access to a device and home internet access based on our district's needs assessment.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 109904

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IMAGINE (Instructional Materials & Access for Gains IN Education) technology lending program at Hillsboro Jr. High aligns with existing mission and goals for the district. Hillsboro ISD's district improvement plan includes goals that speak to rigor and relevance in curriculum as well as having highly qualified and effective personnel.

- Goal #1: HISD will have a rigorous and relevant curriculum in which all students meet or exceed grade level expectations, commensurate to individual capabilities.
- Goals #2: HISD has high quality and effective personnel.

The rigorous and relevant curriculum that Goal #1 of the district improvement plan mentions could be equitably accessed by 8th grade students through the IMAGINE technology lending program, whether it be by a personal device a student has checked out or through reliable, filtered, high-speed internet access at home provided by a checked-out MiFi. The opportunities that personal digital devices and home internet access through MiFis provide would greatly boost the prospect that all students meet or exceed grade level expectations.

Additionally, the IMAGINE technology lending program will empower teachers to have classrooms that foster innovative learning practices. Whether by flipped learning, blended learning, or project-based learning, learning beyond the school walls can occur because of an increased equity of access. Digital instructional materials can be more easily utilized because the tools necessary to access the learning materials will be available to more students.

Equally important, our district beliefs include a belief about students being future leaders and teachers as designers of work that prepares students for the future.

- We believe all students are eager and active participants in the learning process and are valued as the future leaders of the global community.
- We believe all teachers build personal, compassionate relationships with students and parents and design engaging and challenging lessons that prepare their students for the future.

Those beliefs drive us to action. Students must be given opportunities to build their capacities as critical thinkers, communicators, collaborators, and creator/innovators to be ready to lead in the future. Regular use of technology as a learning tool in [and out of] the classroom is a precursor to connected, transformative learning (Johnson et al., 2013). Teachers, as designers of engaging and challenging work have a duty to transform the classroom to prepare students to be meaningful contributors in the digital age. With an equity in access to digital learning tools, transformative learning is more likely to occur.

Hillsboro ISD's mission is "Preparing Today's Students for Tomorrow's World." With the IMAGINE technology lending program, Hillsboro ISD 8th graders will have anytime/anywhere access to information, which is a goal of the Texas Long-Range Technology Plan 2006-2020 and a goal of Hillsboro ISD. The IMAGINE technology lending program will provide the means to foster the dynamic relationship between technology and education, which, in turn, supports the preparation of today's students for tomorrow's world.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109904

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Plan for Providing Internet Access

The plan the IMAGINE (Instructional Materials & Access for Gains IN Education) program will utilize for providing internet access to student residences will be a daily MiFi check out program that uses the same protocols that exist with the BRIDGE program at Hillsboro High School. Student eligibility for MiFi check-out is based on information provided through home internet access survey and free and reduced lunch qualification. Names of students without home internet access are provided to the IMAGINE coordinator. When internet access is necessary to complete schoolwork, eligible students will report to the library at the end of the school day to check out a device. A student priority list will exist that gives students on free lunch priority over other students. The next morning, before 10:00 a.m., the student returns the device to the library and checks in the device. This daily check provides a system by which MiFis are accounted for daily, charged, and available for check out based on changing needs for internet access each day.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109904

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The IMAGINE (Instructional Materials & Access for Gains IN Education) program aligns with current curriculum, instruction, and classroom management policies and/or practices at Hillsboro Jr. High in the following ways:

Curriculum/Instruction: Hillsboro is a G Suite for Education district and the 8th grade teachers at Hillsboro Jr. High School have been using Google Classroom as a means to distribute and collect student assignments to the extent possible with the limitation of available devices both at school and at home. They have also used Google Classroom Guardian Summaries as a means to communicate class topics with parents and guardians. The teachers have expressed a need for more devices in order to use these tools to their fullest capabilities for teaching and learning. IMA funds have been used to purchase digital instructional materials for all core content areas.

Management Policies and/or Practices: Before checking out technology lending equipment, our students will complete a grade level appropriate course to prove mastery of the Digital Citizenship strand of the Technology Application TEKS. For the IMAGINE program, we will utilize the existing Technology Lending Agreement that we have in place from our BRIDGE technology lending program at Hillsboro High School. The district's Responsible Use Policy is referenced in the agreement which is signed by by parents or guardians and the student. BRIDGE Parent meetings are held prior to check out of the technology lending equipment to communicate the program purpose and requirements. Likewise, we will have parent/guardian meeting for the IMAGINE program.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hillsboro Jr. High has digital instructional materials for use in all of their core classes. The majority of teachers on campus use Google Classroom as a learning management system for student learning. As for state-adopted digital instructional materials, teachers at Hillsboro Jr. High report accessing and using digital instructional materials in math classrooms, science classrooms, and social studies classrooms when classroom sets of Chromebooks are available. Some teachers report the use of digital instructional materials in learning stations when devices are not available for the entire class. Teachers report that although digital instructional materials are available for all students, an inequity in personal digital resources outside the school limits the opportunities for full reliance on digital instructional materials.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109904

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Hillsboro ISD annually commits time, money and support to ensure that all campuses have adequate bandwidth to accommodate current and future technology demands. At Hillsboro Jr. High, we received Erate funds during the 2015/2016 school year and used those funds to upgrade and add additional access points in every classroom. Doing this upgrade and additions has made this campus 1:1 ready.

We currently have a 300Mbps internet service that is shared across all campuses. We are upgrading that 300Mbps to 1Gbps this summer. This will more than triple our current internet capacity for next school year.

The Hillsboro ISD technology department is made up of three full time technical support personnel which are responsible for all the technology issues or requests throughout the district. We use the help desk module within Eduphoria to input and track incoming work order request. If awarded the Technology Lending Grant, Hillsboro Jr. High will assign an IMAGINE coordinator to adequately support the IMAGINE program. The IMAGINE coordinator will be responsible for day to day problems that students may have with their device or MiFi's. In the event a Chromebook is sent off for repair, another one will be issued to the student so the student will not suffer instructional downtime.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 109904

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Chromebook and MiFi user agreement was developed by Hillsboro High School in 2014 and will serve as the agreement used for the IMAGINE (Instructional Materials & Access for Gains IN Education) program. The agreement includes guidelines for student usage as well as student and parent responsibilities to ensure a successful lending program. Consequences for damaged or stolen devices are covered in the agreement and will be handled by campus administrators. Parents are also required to attend a technology lending meeting facilitated by the IMAGINE coordinator that reviews the purpose of the technology lending program and the user agreement. Students are also required to complete a digital citizenship course. Students are eligible to receive devices only after the following:

- successful completion of a digital citizenship course that aligns to the TEKS Technology Applications for digital citizenship
- parent attendance at a IMAGINE technology lending meeting or meeting with campus administrator about the program
- parent and student signature on IMAGINE Chromebook and MiFi user agreement

The check-out process begins in the library with a IMAGINE committee member verifying all program requirements. If all have been met, student moves to next station to pick up Chromebook and charger from a IMAGINE committee member. Next, student moves to the circulation desk where the media specialist checks out the device and charger to the student.

Hillsboro Jr. High library uses Follett software to check-out materials. Chromebooks and chargers will be issued to students through a barcode system which connects the student checking out the device to the Chromebook serial number.

To prioritize need, students will complete a survey which includes information that indicates need for personal devices and internet access. Student check-out of devices will be prioritized first based on free/reduced lunch status and information from the survey.

The IMAGINE program will utilize the same protocols for MiFi check-out that exist with the BRIDGE program at Hillsboro High School. Student eligibility for MiFi check-out is based on information provided through home internet access survey. Names of students without home internet access are provided to the campus media specialist in the library. When internet access is necessary to complete schoolwork, eligible students will report to the library at the end of the school day to check out a device. The next morning, before 10:00 a.m., the student returns the device to the library and checks in the device. This daily check provides a system by which MiFis are accounted for daily, charged, and are available for check out based on changing need for internet access each day.

The IMAGINE coordinator and the Hillsboro ISD Technology Department will maintain all equipment and utilize warranties. Malfunctioning devices that can not be repaired by the IMAGINE coordinator will be entered into the Help Desk system within Eduphoria. A district technician will address the help desk ticket within 24 hrs. In the event of a Chromebook having to be sent off for repair another one will be issued to the student so the student won't suffer instructional downtime.

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